DOCUMENT RESUME

ED 189 310 CE 025 327

AUTHOR	Farning, Max: And Others
TITLE	Student Attrition within a Rural-Urban VTAE District in Wisconsin. Final Report.
INSTITUTION	Mid-State Vocational, Technical, and Adult Education District, Wisconsin Rapids, Wis.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE	Jul 79
NOTE	80p.: Pages with small type and colored survey forms will not reproduce well. For related documents see ED 136 012, ED 146 421, and ED 151 067.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	American Indians: *Dropout Rate: Dropouts: Minority Groups: Postsecondary Education: Rural Youth: School Holding Power: Spanish Americans: *Student Attrition: *Student Characteristics: Urban Youth: *Vocational Education: White Students
IDENTIFIERS	*Mid State VTAE District WI: *Wisconsin

ABSTRACT

A study was conducted to identify the significant factors of student attrition in Wisconsin's postsecondary vocational, technical, and adult education system to determine predictability, and to indicate areas for improvement of retention measures. Survey instruments were developed to gather data from 121 non-completers and instructors. A third viewpoint was available in the form of an exit interviewer's comments reported on an exit form. Among the findings was that the ethnic background of non-completers is primariliy white (95.1%), with American Indian next (2.4%), and other and Spanish American each at 1.2 percent. Seventy-nine percent of non-completers are high school graduates. Findings also show 10 percent of non-completers to have some type of disability. A comparison of enrolled students with non-completer students on several different variables shows few significant differences. (The questionnaires are appended.) (IRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189310

FINAL REPORT

Project No. 14-017-150-319

STUDENT ATTRITION WITHIN A RURAL-URBAN VTAE DISTRICT IN WISCONSIN

Max Farning, Ph.D., Project Co-Director
John Bellanti, Ph.D., Project Co-Director
Margaret Zimmerman, Research Associate

Mid-State Vocational, Technical and Adult Education District
Wisconsin Rapids, Wisconsin

Earl F. Jaeger, District Director

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of federal funds from the U. S. Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Mid-State Vocational, Technical and Adult Education District, State Board or U. S. Office of Education position or policy.

CE 025 327

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

July 1979

ACKNOWLEDGEMENTS

The completion of this Student Attrition project depended on the cooperative efforts of many persons throughout the Wisconsin Vocational, Technical and Adult Education (VTAE) system. Certainly it is impossible to properly recognize and express our appreciation in this one-page acknowledgement section to all persons who should be recognized and thanked.

One person who must be recognized for providing his expertise on student attrition is Michael Michlein, North Central Technical Institute, Wausau, Wisconsin. Another major source of direction and guidance was Roland Krogstad, Wisconsin Board of VTAE, Madison, Wisconsin. Individuals within the Mid-State VTAE District who made major contributions are Edward Adams, John Bingham, Donald Erpenbach, Delores Trumbower and Mae Held.

MF
JB
MZ

TABLE OF CONTENTS

Table of Contents i

List of Tables iii

CHAPTER

I Background 1

II Review of Literature 4

Four-Year Institutions. 5

Community Colleges. 9

Vocational-Technical Institutions 12

III Methodology. 16

Design of Study 16

Identifying the Population. 16

The Instrument. 19

Background Data 21

Administration of "Non-Continuing Student Questionnaire". 23

Administration of "Non-Continuing Student: Instructor Questionnaire. 24

Data Collection and Tabulation. 24

IV Results of the Study 26

Characteristics of Non-Completer Students. 26

Comparisons of Enrolled with Non-Completer Students. 28

Division and Program of Non-Completers. 28

TABLE OF CONTENTS
(contents continued)

CHAPTER

IV Non-Continuing Student Questionnaire. 32

Non-Continuing Student: Instructor Questionnaire 43

Officially Withdrawn Students 47

Comparison of ACT-CPP Ability Measures. 51

V Conclusions and Recommendations. 53

Bibliography. 57

Appendices. 60

A Non-Continuing Student Questionnaire. 60

B Non-Continuing Student: Instructor Questionnaire 63

C MSTI Student Class Change and Withdrawal From School Form 64

D Cover Letter for Initial Mailing of Non-Continuing Student Questionnaire 65

E Follow-Up Cover Letter for Stevens Point Campus Non-Completers. 66

F Follow-Up Cover Letter for Marshfield Campus Non-Completers. 67

G Follow-Up Cover Letter for Wisconsin Rapids Campus Non-Completers. 68

H MSTI Student Survey Form. 69

I Completion Responses to Non-Continuing Student Questionnaire. 71

J "Other" Responses to Question #12 73

LIST OF TABLES

Table	Table Title	Page
1	Comparison of Enrolled with Non-Completer Students for 1978-1979 Fall Semester: Enrollment Status	29
2	Comparison of Enrolled with Non-Completer Students for 1978-1979 Fall Semester: Degree Status	29
3	Comparison of Enrolled with Non-Completer Students for 1978-1979 Fall Semester: Financial Aids	30
4	Comparison of Enrolled with Non-Completer Students for 1978-1979 Fall Semester: Age and Sex	30
5	1978-1979 Fall Enrollments for Programs Having Non-Completers by Division, Program and Degree	31
6	1978-1979 Fall Non-Completer Enrollments by Division, Program and Degree	33
7	A Comparison of 1978-1979 Fall Semester Enrollments and Non-Completers by Division and Program	34
8	1978-1979 Fall Semester Non-Completers by Division and Degree	35
9	Results of Student Questionnaire	37
10	Responses to Question #5 on Non-Continuing Student Questionnaire	40
11	"Other" Responses to Question #16 on Non-Continuing Student Questionnaire	41
12	Age and Sex of Respondents and Students' Reasons For Non-Completion	44
13	Students' Reasons for Non-Completion and Sex and Marital Status of Non-Completers	45
14	Reasons for Non-Completion and Type of Non-Completer	46

Table	Table Title	Page
15	Results of Instructor Questionnaire	48
16	A Comparison of Responses to Question #8 by Program and General Education Instructors on the Non-Continuing Student: Instructor Questionnaire	49
17	Reasons for Leaving Given by Thirty-Nine Officially Withdrawn Students	50
18	Comparison of Enrolled with Non-Completer Students for 1978-1979 Fall Semester: Mean Scores for ACT-CPP Ability Measures	52

CHAPTER I

Background

The problem of student attrition in Vocational, Technical and Adult Education in Wisconsin is not a new one, nor is it unique to the VTAE system. More attention has been given it lately due to projections of declining enrollments and increased emphasis upon improving the delivery of post-secondary education to the student.

A research priorities report (1977) was prepared for the Research Committee of the Wisconsin Association of Vocational, Technical and Adult Education Administrators by the Research Coordinating Unit (RCU) of the Wisconsin Board of Vocational, Technical and Adult Education. The title of this report was "Research Priorities in Post Secondary Vocational, Technical and Adult Education in Wisconsin for 1977-1979."

The purpose of the study was "to determine priority areas for research in Wisconsin's postsecondary vocational, technical and adult education system for 1977-79". This study was implemented by means of a fifty-four item questionnaire. A five-point Likert-type scale was used to facilitate responses ranging from 1 - 'No Priority, research not needed' to 5 - 'Extremely High Priority - critical need for research.'

Eight hundred seventy-five questionnaires were sent to VTAE District Directors, Administrators, Coordinators/Supervisors, Department/Division Chairpersons, Teachers/Instructors, Advisory Committee Members, District

Board Members, Teacher Educators, State Staff and Others. Five hundred fifty-six completed questionnaires were returned.

The data was analyzed and the items rank ordered. The top twenty items having means of 3.51 or higher were classed as "High Priority — research greatly needed."

Item number twenty on the questionnaire was "Student Attrition/Withdrawals, etc.." It ranked sixth with a mean of 3.70. Thus, it was determined to be a "High Priority" item for research.

In accordance with the rated high priority of the "Student Attrition/ Withdrawals, etc." item, Mid-State VTAE District proposed a research study of "Student Attrition within a Rural/Urban VTAE District in Wisconsin." Since the Mid-State VTAE District does not have available sufficient information on the factors contributing to student attrition, the project is intended to provide information on why students withdraw after enrolling in and attending MSTI during the academic year.

The stated purpose of the study is "to identify the significant factors of student attrition, to determine predictability, and to indicate areas for improvement of retention measures." Findings will be shared with all other VTAE districts in Wisconsin and will be made available to all other states through the ERIC system.

Four main objectives were established for conducting the study:

1. Identify specific background information pertinent to attrition predictability, i.e., ACT scores rank in high school, work hours.

2. Develop a Withdrawal Data Form for collecting student withdrawal information from individual instructors.

3. Identify and compare the factors of student attrition as preceived by the student withdrawal, the faculty instructing the student and the exit interviewer.

4. Utilize the data as a base for developing retention measures for all students, regardless of race, creed, ethnic origin or sex.

Certain limitations have been imposed upon the study because it was implemented well into the 1978 academic year. The late start (December, 1978) made it possible to research only the first semester program non-completers (withdrawing, dropouts and non-persisting/non-continuing students).

CHAPTER II

Review of Literature

Introduction

Student attrition in postsecondary educational institutions has been the subject of research over approximately the last forty years. During this time, different extraneous variables have influenced attrition statistics. Wars, the draft, changing economic conditions and employment trends have all come into play. Past research has explored factors which may have little or no bearing upon current and future attrition rates. It serves as a foundation, but new and continuing studies of attrition are necessary to plan for the future.

This review will not attempt to include all of the significant studies from the past forty years, but will summarize mainly efforts over the last ten years which are significant to this study. Most research cited will discuss non-persisting/non-completing, withdrawing students or dropouts (broadly defined as those individuals who leave school before completing the requirements for a designated degree, diploma or certificate).

In a few instances, reference will be made to studies of persisting, non-withdrawing students or non-dropouts. The issue of attrition/retention is a two-sided one, making it difficult to look only at one group or the other.

Four-year Institutions

Alexander W. Astin has conducted extensive studies of college dropouts. In his 1975 book, Preventing Students From Dropping Out, he identified six predictors as reasons for dropping out. These are listed below in rank order:

1) academic background
2) family background and religion
3) educational aspirations
4) study habits
5) expectations about college
6) other: smoking, marital status, etc.

Astin also outlined a prediction model assigning weights to each of sixty-four factors to determine an indivdual student's chances in one-hundred of dropping out before completing requirements for a college degree. In addition, he compiled a profile of the most "dropout prone" student:

- poor high school academic records
- low aspirations
- poor study habits
- small town background
- older than most freshmen
- no current religious preference
- cigarette smoker

Astin concluded that the two most predictive factors were a student's past academic record and academic ability.

Leland L. Medsker and James W. Trent conducted a longitudinal study of ten thousand high school graduates (1968) who completed a four-year degree. Personality characteristics, values, goals, academic aptitude, social, economic, educational and cultural background were variables studied during the senior year in high school and at intervals during the following four years. Psychological measures, a student questionnaire

and interview schedules were the instruments used.

Of those students who made up the two thousand three hundred subjects of the four-year study, sixty-one percent persisted, while thirty-nine percent withdrew. Medsker and Trent chose to center their study on those individuals who persisted. They identified the characteristics listed below in a profile of students more likely to remain in college:

- greater intent to graduate
- more selectivity in choosing a college
- more reasons for attending a college
- more time and effort put into study
- more intellectual, self-reliant and open-minded before entering college
- parental importance as a source of early academic motivation

Another study of college dropouts was conducted in 1970 at the University of California at Berkley. Four different types of dropouts were researched: 1) failing transfer students, 2) failing dropouts, 3) transfer students in good standing, and 4) dropouts in good standing.

The study concluded that withdrawals in good standing appear to differ on a whole range of value and attitude items and that there is a strong positive relationship between "nonconventiality" and leaving college. Some of the specific conclusions of the research are as follows:

- family background directly affects the probability of failing.
- 75% of the dropouts had lower high school grade average and lower verbal SAT scores.
- withdrawals were less close in their relationships to their families.

Researchers at the State University of Oswego, New York (1978), surveyed one hundred twenty-five students in an attempt to determine characteristics of withdrawing students, reasons for leaving, and access student

responses to a completion item. Seven out of sixteen possible were listed as the most frequent underlying reasons for student withdrawals: 1) financial, 2) academic, 3) living arrangements, 4) achievement, 5) changes in career orientation, 6) non-college distractions, and 7) health problems.

The most frequent responses to the sentence completion item were as follows:

"I would probably not have withdrawn if . . ."

1) desired program were available.
2) had not had financial difficulty.
3) the college were in a different location.
4) the environment were different.

A 1977 study of demographic variables at Biscayne College (Miami, Florida) was directed toward identifying students with the highest probability of dropping out. Results yielded implications with regard to the role of the admissions office there. Suggestions for reducing attrition included the following:

1) further studies of recruitment methods and effects.
2) construction of admissions interview questions to indicate "proneness" for dropping out.
3) re-recruitment of leavers—those who fail to pre-register for the following semester.

Terenzini and Pascarella tested a model (Tinto, 1975) with regard to the "Role of Students' Backgrounds and Levels of Academic and Social Integration in college Attrition." Tinto's Model defined dropping out as a longitudinal process involving a complex series of interactions between characteristics of students and social and academic aspects of the institution attended. Freshmen persisters and withdrawals were studied to determine whether or not they differed on certain attitudinal and be-

havorial measures of academic and social integration.

Of the four sets of variables examined, three were found to be significant in relation to attrition: 1) level of academic integration, 2) level of social integration, and 3) interactions between set, major and racial/ethnic origins and each of the social and academic variables. "Pre-college" traits were found to be insignificant in predicting attrition.

The researchers concluded that there is "little future" in trying to predict academic success on the basis of student characteristics.

Interesting conclusions and recommendations were made by Robert Cope and William Hannah in their 1975 book, Revolving College Doors: The Causes and Consequences of Dropping Out, Stopping Out and Transferring (John Wiley and Sons, New York). The authors conclude that the primary factor in the "holding power" of the institution is the student's identification with it. They state that "colleges are more likely to retain the student who chooses the institution because of its clear image values and program, and knows this is what he or she wants" (p. 102). Cope and Hannah also conclude that there is no so-called "dropout personality." Rather, each "individual personality interacting with different campus environments at various times in their mutual and changing lives" (p. 102).

Recommendations presented allow for more flexibility in the system to accommodate individual students:

- easier entrance and exit to enable the student to leave and re-enter whenever necessary.
- external degree programs.
- academic calendar options.
- credit for knowledge and experience.
- restructure of tuition fees and financial aids to encourage part-time students.
- improve procedures to facilitate transfer students.

A final, comprehensive conclusion of the authors is the modification of attitudes, roles and rules in higher education so that "the college door will revolve freely to allow entrance and exit for the student at appropriate times" (p. 110).

Community Colleges

As with four-year institutions, attrition/retention research at the community college level has been mainly directed toward identifying characteristics associated with non-continuing students. One such study was done by Elton (1969). Results of the research indicated that although personality variables did not significantly predict educational outcome, dropouts/non-persisters scored significantly higher on a "nonconformity" variable and lower on a "scholarly orientation" scale than those remaining in school.

DeVecchio (1972) found that nonreturning community college freshmen had lower scores on four out of six scholastic aptitude scales, higher scores on social extroversion scales, had attended smaller high schools, had lower high school grade point averages and indicated a preference for completing fewer years of education.

The relationship of student-faculty informal interaction to voluntary freshmen attrition was researched by E. T. Pascarella and P. T. Terenzini (1977). A primary conclusion was that the existence of student-faculty interaction outside of class tends to increase student persistence.

Researchers studying attrition at Hawaiian Community Colleges in 1975 and 1978 attempted to access reasons for leaving, present activities and

future plans, along with the student's evaluation of the college experience. The three main reasons for leaving were as follows: 1) transfer to another college, 2) personal/work preference, and 3) unavailability of desired classes. Most of those surveyed were currently employed and their overall rating of the colleges was favorable.

Dropouts at Arapahoe Community College in Denver, Colorado, were surveyed with the same objectives as those at Hawaiian Community Colleges. Worth noting is the fact that seventy percent of all withdrawals entered college with no objectives of obtaining a degree or certificate.

The three main reasons for leaving Arapahoe were as follows: 1) conflict between job and studies, 2) lack of money, and 3) home responsibilities. Opinions of the college experience and services were again favorable, and two-thirds of the respondents had returned or planned on returning to school.

A 1976-77 study at Delta Community College (Iowa) examined student goals and demographic variables as they related to attrition. This was repetitious of previous studies, but the approach taken differed.

Researchers posed the question: "Is attrition really a problem?" Results seemed to indicate that it is not necessarily so with respect to student goals. Eighty-one percent of the dropouts studied indicated that they had met their goals.

Other study findings showed that degree-oriented students were more likely to return, as were students whose goals remained the same from fall to winter. Older students and married students were found to be less likely to return.

The Delta study further suggests that since the "non-traditional" student is to be the object of future recruitment, services provided by the college should be examined from the perspective of goals and characteristics of non-traditional students. Other suggestions are as listed:

1) Student's goals, as related to the demographic variables, may be the causes of attrition.
2) Retention and attrition should be considered in terms of a student-defined program, rather than one which is institution-defined.

Finally, a three-part research project was conducted as a cooperative effort by twenty-two Northern California community colleges (NORCAL, 1970). The three phases were defined as follows:

1) description of characteristics associated with attrition during the initial period of enrollment.
2) development of a prediction model based upon findings of number one.
3) experimentation: the development and testing of programs to alleviate attrition.

Key variables identified were sex and ability, importance of college to the individual, race, major and parental support.

A 1973 follow-up study of the NORCAL project summarized the results of the third phase (MacMillan and Kester). Eleven colleges participated in experimentation with specific and varied methods to reduce attrition at the individual institutions. Findings from all participating colleges were summarized as follows:

1) Fewer withdrawals among special[illegible]ated students.
2) Increased re-enrollment of spec[illegible]treated students.
3) Successful counseling was an int[illegible]l part of retention.
4) Most community colleges already include the organizational structures to implement procedures to reduce attrition.

The main implication of the NORCAL study was that individual institutions need to identify existing problems and deal with them in a manner best suited to each.

Vocational-Technical Institutions

The problem of student attrition in a vocational-technical setting has also been researched. Studies are not as numerous as those done at four-year colleges and universities and at two-year community colleges.

Two studies of student terminations from Minnesota Vocational-Technical Institutes were done in 1971-72 and 1972-73. Reasons for withdrawal were classified according to nine categories. The four most frequently cited in each study were: 1) unsatisfactory performance, 2) economic reasons, 3) personal problems, and 4) unknown.

Withdrawal data was included in a study of the holding power of the Secretarial Science program within the Wisconsin VTAE system (1973). The four most frequently cited reasons for leaving school prior to program completion were: 1)obtained a full-time job, 2) lack of interest in program, 3) achievement of own educational goal, and 4) change of career interests.

In a study at Piedmont Technical Institute at Roxboro, North Carolina, T. Carden (1975) developed a Student Satisfaction Questionnaire to explore student satisfaction as a retention factor in the context of a two-year open-door institution. Questions were asked to determine student attitudes toward the following:

1) school policies
2) working conditions
3) compensation: the amount of work/input by student in relation to grades received.
4) quality of education: instructors' ability, help to students and teaching methods.
5) social life: student activities offered and amount of student participation.
6) recognition: respect and help from instructors.

A 1974-75 study by Myrick at Lakeshore Technical Institute (Cleveland, Wisconsin) listed the reasons why students withdrew during that school year. Twenty-three reasons were coded and results showed the four most often cited to be: 1) Personal - including loss of interest, 2) Unrelated employment, 3) Career change, 4) Unknown.

A consortium of four Wisconsin VTAE districts conducted a two-phase study of "Student Attrition in the Wisconsin VTAE System" in 1976 and 1977. In Phase I, each school did its own study to identify the reasons for leaving, identify and analyze the background characteristics predictive of attrition, determine any program deficiencies and make recommendations for change.

General findings of Phase I research were similar for the four schools. Some results are listed below:

1) Dropouts were ranked in the third quartile of their high school classes.
2) The largest group of dropouts cited personal reasons for leaving.
3) About fifty percent of those who enroll in VTAE schools do graduate.
4) There were few actual job outs among withdrawing students.
5) Students enrolling for the first time in August have a better chance of graduating than January enrollers.
6) Most dropouts occur during the first semester.
7) Formal withdrawals and those who simply ceased attending were shown to vary by program.

Phase II of the study had two main objectives: 1) to conduct a pilot

study in each of the four participating schools to attempt to reduce attrition through application of the results of Phase I data, and 2) institute a system to collect withdrawal information on a regular basis from students leaving school.

General findings were numerous. It is interesting to note that reasons which were expected to contribute to attrition were not found to be a factor, such as car payments, outside employment, financial problems, inadequate knowledge about school/program, inability to enroll in original program of choice, class scheduling and dissatisfaction with the school. Other findings did show that:

1) dropouts tend to live at home.
2) females have a higher attrition rate.
3) dropouts tend not to participate as much in school-sponsored clubs or organizations.

Consortium researchers stated that the attempt to identify the potential dropout early and to assist that student to complete his/her program was not effective in reducing attrition as measured by this study.

Summary

Numerous variables have been researched in an attempt to describe withdrawing and/or persisting students at four-year colleges and universities, two-year community colleges and vocational-technical institutions. There has been some success in relating specific student characteristics with withdrawals, but studies do not always agree upon those specific characteristics, nor are the relationships significant enough to generalize from.

Other studies have focused on predicting student persistance/withdrawal

on the basis of demographic variables, personality variables, student-faculty informal interaction and student motivation or goals.

More recent approaches to attrition have compared the institution's goals to those of the student in an attempt to determine whether or not the institution is fulfilling its commitment to the student. The main rationale here is that if the institution's goals and its services correspond to the goals, characteristics, and needs of the students, then a greater percentage of students will remain enrolled.

In conclusion, although some studies agree, the diversity of results indicates that more research is needed. It appears that there is no single prescription for the problem of student attrition at postsecondary institutions.

CHAPTER III

Methodology

Design of Study

In order to meet the project objectives, a series of steps were outlined. These were completed according to the following time frame:

1) December, 1978: Background study and review of literature.

2) January, 1979: Draft of questionnaires and data collection methods.

3) January-February, 1979:
   - Identification of population for study.
   - Preparation of final copies of all forms to be used.
   - First student mailing (February 25, 1979).

4) March-April, 1979:
   - Second student mailing (March 8, 1979).
   - Distribution of instructor questionnaires.
   - Collection of base data from student records.
   - Preparation of results for analysis.

5) May, 1979: Summarization of results of study.

6) June, 1979: Preparation of final project report.

Identifying the Population

Due to the time limitation imposed upon the study by a late beginning, the population was limited to MSTI students who enrolled for the first semester of the 1978-79 school year and withdrew, dropped out (ceased to attend), or did not return the second semester. These students may also be described as program non-completers or non-persisters. For purposes

of this study, the terms non-completer, non-persister, non-continuing, withdrawing and dropout student will be used synonymously.

Other criteria for determining the identity of the population are listed below:

- Enrollment in traditional daytime programs: to include those programs taught during the day and consisting of at least two semesters of study. This excludes agricultural programs, Police Science, Fire Science, Financial Services Assistant, Nursing Assistant, Ward Clerk, GOAL and all other extended part-time or short-term programs.
- A credit load of seven or more credits, except in cases where a lesser credit load is considered full-time (i.e., first semester Practical Nursing - 5 credits).

Once the criteria were established for identifying the population, the researcher used three documents to identify the individual student names. These are as listed:

- January (1979) MSTI Grade Report Listing
- Fall and Spring (1978-79) Student Master Listings
- January (1979) Graduation listing

The Grade Report and Student Master Listings were made available through the MSTI Data Processing Department. The Graduation listing was obtained from the MSTI Placement/Registrar's office.

It is necessary to define the criteria for the Student Master Listing, as it is critical in population identification. The information included in this listing meets the requirements for the Full-Time Equivalency Report, as dictated by the Wisconsin State Board of Vocational, Technical and Adult Education. Students listed are those who were enrolled in and attended at least one class during the first fifteen class days of the

semester. Students who withdrew or dropped out before the fifteenth class day will not be included in this study.

The information on the Student Master Listings which assisted in population identification was student name and program code. The first and second semester listings were matched to yield the names of individuals who were enrolled in the first semester, but not in the second semester. At this point, those students associated with program codes for all but traditional daytime programs were eliminated.

This list of non-continuing/non-completing/non-persisting students was then matched with the January (1979) Graduation list. This resulted in the elimination of any students who met the requirements for program completion at the end of the first semester.

The next step in the identification process was to use the Grade Report Listing to refine the list of non-completers further. Determining the number of credits each student was enrolled in eliminated those students who were carrying less than seven credits.

There was a complication with this step, however. Students who left MSTI after the fifteenth day, but before the end of the fourth week of classes, had no formal grade report or transcript entry for the courses they originally enrolled in. It was then necessary to check the First Semester Student Schedule for this information.

The final step in identifying the population was the assignment of classifications which indicated the type of termination of MSTI student status, as follows:

1) Unofficial. Student received all NC (no credit) semester grades, there was no record of withdrawal, and student did not re-enroll for the second semester.
2) Non-Continuing. Student received grade(s) in at least one course he/she was enrolled in during the first semester, but did not re-enroll for the second semester.
3) Official. Student followed the formal withdrawal procedure.

Once identified, the population meeting all the outlined criteria consisted of 124 program non-completers. There were two undeliverable questionnaires and one which was not usable due to a question of its validity. The final population was then 121. (All statistics are based upon the number 121.)

The Instrument

In accordance with the project objective of gathering information on "reason for leaving" from three viewpoints, two instruments were used to gather data from the non-completer and the instructor. A third viewpoint was available in the form of the exit interviewer's comments reported on the exit form.

The term "non-continuing" was selected for the questionnaire to eliminate the stigma associated with being termed a "dropout," "withdrawal" or "non-completer." It was felt that the student might have a more positive response toward this term than the others.

Several primary areas were designated as important in designing the non-continuing student questionnaire. These are listed below with the numbers of the questionnaire items directly pertaining to them (See Appendix A).

1. Student's present status and activities: Items 1-4 were formulated to assess the student's present circumstances.

2. Information regarding the individual as an MSTI student: Items 6-11 and 14-15 pertain to the time when the student was attending MSTI.

3. Reasons why the student attended MSTI: Items 12 and 13 relate to reasons for attending and educational goals of the student.

4. The decision to leave MSTI: Items 5 and 16-19 were designed to assess the reason(s) why the student decided to leave, who the student discussed his/her decision with, and the student's present attitude toward the decision to leave.

5. Future plans: Items 20-21 relate to whether or not the student would return to MSTI, if he/she would enroll in the same program again, and what specific plans the individual may have for his/her immediate future (September, 1979).

Items were designed basically as multiple choice with some opportunities to expand upon the available choices by indicating the choice "other," and defining it. Four completion items were included in an attempt to obtain individual specific responses:

Item 4: Employment—list the number of hours worked per week and job duties.

Item 5: "The main reason I left MSTI . . ."

Item 10: "The name of my first choice program . . ."

Item 19: "I would have stayed at MSTI if . . ."

The other questionnaire constructed for the study was the "Non-Continuing Student: Instructor Questionnaire" (See Appendix B). Eight items were included to collect data from instructors regarding their preceptions of non-continuing students who were enrolled in their classes during the student's final semester at MSTI.

A five-point Likert-type scale was used as a response to six of the eight

constructed items to assess the student's attitudes, course work difficulty and completion, and attendance pattern. The final two items were the completion type. These dealt with the reason for instructor referral of the student to the Student Services Office and what, if any, knowledge the instructor had of the student's reason for leaving MSTI.

The information from the exit interview was also recorded from the withdrawal form currently in use by the MSTI Student Services Office (See Appendix C). This form includes a statement by the student or the exit interviewer as to the student's reason for withdrawal. This exit information was available only for those students who formally withdrew and was available from the student records file.

Background Data

Other data were used to provde base information regarding each student. Student records located in the Student Services Office and files maintained for audit purposes were the sources of this information.

Documents from which the student information was collected are as follows:

1. Student's VTAE Application for Admission Form:

   District residency status
   Ethnic background
   Age
   Sex
   Marital status
   Planned entry date
   High school graduate/GED
   Disability
   Date of application
   Program code

2. Student Schedule:

   Semester in program
   Full-time/part-time status
   Number of credits enrolled in during final semester at MSTI

3. High School Transcript: Cummulative high school grade point average, if available.

4. MSTI Transcript:

   Earned cummulative credits
   Cummulative grade point average

5. American College Testing--Career Planning Program (ACT-CPP) Test results. Four areas from the test were included. Since all students did not take the test, results of it were not available for the entire population.

6. Ability Scores: an estimate of student's abilities in six areas, as compared to those of a nationwide group of beginning students in technical and community colleges. Expressed in stanines, 1 (low) - 9 (high).

   Mechanical Reasoning
   Numerical Skills
   Space Relations
   Reading Skills
   Language Usage
   Clerical Skills

7. Interest Scores: a summary of likes and dislikes for eight work-related activity areas, as compared to other same-sex students. Expressed in stanines, 1 (low) - 9 (high).

   Business Contact
   Business Detail
   Trades
   Technology
   Science
   Health
   Creative Arts
   Social Sciences

8. English and Math Composite Scores: these are predictive scores combining the Reading and Language Skills together for an English composite and the Numerical and Clerical Skills scores for a Math composite.

9. Career Choice: indicated first and second educational program preferences expressed in terms of cluster numbers. The eight cluster areas are as listed:

    1. Business Sales and Management
    2. Business Operations
    3. Trades, Crafts and Industries
    4. Technology
    5. Natural and Social Sciences
    6. Health Services/Sciences
    7. Creative and Applied Arts
    8. Social and Personal Services

Administration of the "Non-Continuting Student Questionnaire"

A cover letter (see Appendix D), a copy of the Non-Continuing Student questionnaire (see Appendix A), and a stamped, preaddressed envelope were mailed out to each person on the non-completer/non-continuing student master list on February 22, 1979.

A follow-up mailing to those who did not respond was sent out on March 10, 1979. This mailing differed from the first in the respect that a slightly different cover letter was used for the Stevens Point and Marshfield campus non-completers (see Appendices E and F) than the one used for the Wisconsin Rapids campus non-completers (see Appendix G). Letterhead stationary for each of the respective campuses was used with the addition to the letter of the names of the Student Services Counselors for each campus. Postpaid, return envelopes were also addressed to the counselors. These changes were made to encourage responses from persons who, perhaps, did not relate to the initial cover letter originating from a campus where they did not attend school and from an individual whose name was unfamiliar to them.

Administration of "Non-Continuing Student: Instructor Questionnaire"

The instructor questionnaires were distributed during the last two weeks of March (19-30) and the first week in April (2-5), 1979. The method of distribution consisted of the researcher hand-carrying the forms to as many instructors as possible with the assistance of other personnel on the Stevens Point and Marshfield campuses. A brief explanation of the purpose of the questionnaire was made by the researcher to promote understanding of the project and instructor cooperation.

To maintain the confidentiality of their responses, instructors were provided with an envelope in which to return the forms to the researcher. One hundred eighty-one (181) questionnaires were distributed, and returned for a one hundred percent response.

Three different instructors per student were surveyed, whenever possible; with two instructors from courses within the program area and one instructor of a general education course, as defined by course numbering and MSTI school catalog. In some cases, the student either was not enrolled in courses meeting these criteria, or the instructor was not teaching at MSTI during the second semester and was unavailable. In addition, some of the non-continuing student questionnaires were received after the instructor questionnaires had been distributed. For these reasons, not all students had three instructor responses associated with them.

Data Collection and Tabulation

A data recording format designed by the researcher was used to list the designated information from student applications and transcripts, ACT

scores, student and instructor questionnaires. Information was as complete as possible based upon available resources. Results of the data tabulation and analysis are included in Chapter IV of this report.

CHAPTER IV

Results

Characteristics of Non-Completer Students

When summarizing background information describing the non-completer population (N = 121) defined by the criteria stated previously, several facts emerged. First of all, eighty-seven percent (86.7%) of the non-completers were Mid-State VTAE District residents. This leaves thirteen percent (13.3%) as non-residents. Secondly, the ethnic background of non-completers is primarily White (95.1%), with American Indian next (2.4%) and Other and Spanish American each at 1.2 percent. The ages range from 18 to 57 years, with 54% falling in the 18-20 year category, 16% in the 21-23, 8% each in the 24-26 and 27-29 age groups, and the remaining 13% spread from 30-57.

The classifications for "type of withdrawal" are explained in the section on "Identifying the Population." Findings show the distribution to be as follows:

Type	n	Percent in each group
1. Non-returning	30	38.8
2. Official withdrawal	48	36.4
3. Unofficial withdrawal	43	24.8
Totals	121	100.0

Other findings show that eighty-two percent (81.8%) of leavers were enrolled in the first semester of their program, with nine percent each enrolled in the second and third semesters and zero percent enrolled in

the fourth semester. Non-completers carried an average credit load of fourteen and six tenths (14.6) credits. The average number of credits earned as of the end of the first semester (1978-1979 school year) was shown to be nine and four tenths (9.4). The average earned grade point average (GPA) was computed at two and twenty-seven hundredths (2.27) for those individuals having GPA's of greater than zero (A = 4 points, B = 3 points, C = 2 points, D = 1 point, F and NC = 0 points). There were sixty-three out of one hundred twenty-one having a recorded grade point of greater than zero. The remaining fifty-eight had grade points of zero and were not included in the average earned gradepoint.

Seventy-nine percent (79.3%) of non-completers are high school graduates, fourteen percent (14%) successfully completed a General Education Development Test (GED) and seven percent (6.6%) did neither. Findings also show ten percent (9.9%) of non-completers to have some type of disability, while ninety percent (90.1%) identify themselves as having none.

A study of dates of application reveals that over forty percent (45.4%) of non-completers applied for admission to MSTI during the months of July and August, 1978. Another twenty-two percent (21.5%) applied between November, 1978, and February, 1979. The frequency of other dates varied.

An analysis of sex and marital status shows seventy-nine percent (78.5%) of non-completers to be single. Of that group, forty-eight percent are males and fifty-two percent are females. Among the twenty-two percent (21.5%) who are married, male and female percentages are equal.

Comparisons of Enrolled with Non-Completer Students

A comparison of enrolled students with non-completer students on several different variables shows few significant differences (see tables 1-4). The comparison of the two groups with respect to full-time or part-time enrollment status shows a slight increase in part-time non-completers over enrolled students (Table 1). Conversely, the percentage of full-time students is greater for the enrolled students group.

With respect to degree status, a comparison of the two groups shows a considerably greater percentage of non-completers in the Associate Degree category than enrolled students in the same degree category (see Table 2). There were lower concentrations of non-completers than enrolled students in the other categories.

Table 3 compares the two groups on the basis of financial aids. Percentages of those receiving and not receiving some form of financial aid assistance differ minimally between the two groups.

An age and sex distribution comparison of enrolled with non-completer students (Table 4) shows a slightly greater percentage of enrolled students in the 16-24 and 25-34 age brackets than non-completers in the same age brackets. Other differences between the two groups are minimal.

Division and Program of Non-Completers

Fall Semester (1978-1979) enrollment figures are presented in Table 5. For purposes of this study, only those programs within the four instructional divisions having students withdraw or drop out will be included.

TABLE 1

Comparison of Enrolled with Non-Completer Students
for 1978-79 Fall Semester: ENROLLMENT STATUS

STATUS	Enrolled Students*		Non-Completer Students	
	Male n=320	Female n=363	Male n=59	Female n=62
FULL-TIME (≥ 12 credits)	41.73%	45.39%	42.98%	40.49%
PART-TIME (≤ 11 credits)	5.12%	7.76%	5.79%	10.74%
TOTALS	46.85%	53.15%	48.77%	51.23%

TABLE 2

Comparison of Enrolled with Non-Completer Students
for 1978-79 Fall Semester: DEGREE STATUS

DEGREE	Enrolled Students*		Non-Completer Students	
	Male n=320	Female n=363	Male n=59	Female n=62
ASSOCIATE DEGREE	14.49%	15.81%	28.09%	26.45%
2-YR. VOCATIONAL DIPLOMA	16.54%	5.27%	9.09%	0.00%
1-YR. VOCATIONAL DIPLOMA	9.37%	26.20%	9.09%	20.66%
OTHER (Unassigned)	6.44%	5.85%	2.48%	4.13%

*Data for enrolled students taken from 1978-79 fall semester Student Survey (see Appendix H). Total number of completed responses to this survey = 683.

TABLE 3

Comparison of Enrolled with Non-Completer Students
for 1978-79 Fall Semester: FINANCIAL AIDS

FINANCIAL AIDS CATEGORY	Enrolled Students*		Non-Completer Students	
	Male n=320	Female n=363	Male n=59	Female n=62
Receiving some form of aid**	12.15%	16.40%	11.57%	17.36%
Receiving none	34.70%	36.75%	37.19%	33.88%

**Grant, loan, work-study or agency-sponsored aids

TABLE 4

Comparison of Enrolled with Non-Completer Students
for 1978-79 Fall Semester: AGE AND SEX

AGE GROUP	Enrolled Students*		Non-Completer Students	
	Male n=320	Female n=363	Male n=59	Female n=62
16-24	27.96%	39.24%	39.67%	34.71%
25-34	15.52%	7.17%	6.61%	9.92%
35-44	1.90%	5.12%	1.65%	4.13%
45-54	1.02%	1.61%	0.00%	2.48%
55-Over	.51%	0.00%	.83%	0.00%

*Data for enrolled students taken from 1978-79 fall semester Student Survey (see Appendix H). Total number of completed responses to this survey = 683.

TABLE 5

1978-79 Fall Enrollments for Programs Having Non-Completers by Division, Program and Degree*

Division	Program	DEGREE 1-yr. Vocational	2-yr. Vocational	Associate Degree	Totals
BUSINESS	Accounting			77	77
	Bus. Admin.-Pers.			48	48
	Clerk Typist	48			48
	Marketing			37	37
	Real Estate			19	19
	Sec. Science			36	36
	Stenography	20			20
	TOTALS	68 (9%)**		217(28%)	285(37%)
HEALTH OCCUPATIONS	Medical Asst.	27			27
	Opert. Rm. Asst.	17			17
	Practical Nurs.	43			43
	Resp. Therapy			26	26
	TOTALS	87(11%)		26(3%)	113(14%)
HOME ECONOMICS	Child Care Asst.	14			14
	Diet. Tech.			22	22
	TOTALS	14(2%)		22(3%)	36(5%)
TRADE AND INDUSTRY	Auto Body Repair	16			16
	Auto Mech.		37		37
	Civil-Hwy. Tech.			22	22
	Elec. Servicing	14			14
	Instrumentation			50	50
	Mach. Tool Oper.		I6		16
	Mech. Design			28	28
	TCI Construc.		58		58
	Welding	23			23
	Wood Technics	19			19
	TOTALS	72(9%)	111(14%)	100(13%)	283(36%)
UNASSIGNED	TOTALS				61(8%)
	GRAND TOTALS	241(31%)	111(14%)	365(47%)	778(100%)

**Percentages indicate the % of the total enrollment (in all programs listed) in that category.

*Including only students enrolled in 6 or more semester credits.

Also, students must have enrolled with a credit load of six or more semester credits. Thus, the enrollment figures presented here are not indicative of total fall semester enrollments.

Table 6 presents the same basic information as Table 5, with the exception that enrollment figures presented are for non-completers.

Table 7 compares the program and division enrollments with the number of non-completers for each of the programs listed in Tables 5 and 6. The rank order and percentage of non-completers within each division are as follows:

Rank	Division	Percentage of Non-Completers Within each Division
(1)	Business	19
(2.5)	Home Economics	14
(2.5)	Trade and Industry	14
(4)	Health Occupations	12

Table 8 compares the two groups by Degree and Division categories. The highest percentage (24%) of non-completers is in the one-year Vocational-Diploma Business Division category. The second highest percentage (19%) is in the Associate Degree Health Occupations Division. Overall, Associate Degree programs show the greatest percentage of non-completers.

Questionnaire Completed By Non-Continuing Students

The response rate for the Non-Continuing Student Questionnaire was sixty-eight percent (68%), with eighty-two of the one hundred twenty-four questionnaires completed and returned. As mentioned previously, three questionnaires were not usable.

TABLE 6

1978-79 Fall Semester Non-Completer Enrollments
by Division, Program and Degree

Division	Program	DEGREE			Totals
		1-yr. Vocational	2-yr. Vocational	Associate Degree	
BUSINESS	Accounting			11	11
	Bus. Admin.-Pers.			12	12
	Clerk Typist	9			9
	Marketing			6	6
	Real Estate			3	3
	Sec. Science			7	7
	Stenography	7			7
	TOTALS	16(13%)*		39(32%)	55(45%)
HEALTH OCCUPATIONS	Medical Asst.	3			3
	Opert. Rm. Asst.	2			2
	Practical Nurs.	3			3
	Resp. Therapy			5	5
	TOTALS	8(7%)		5(4%)	13(11%)
HOME ECONOMICS	Child Care Asst.	1			1
	Diet. Tech.			4	4
	TOTALS	1(1%)		4(3%)	5(4%)
TRADE AND INDUSTRY	Auto Body Repair	3			3
	Auto Mech.		3		3
	Civil Tech.			4	4
	Elec. Servicing	1			1
	Instrumentation			9	9
	Mach. Tool Oper.		4		4
	Mech. Design			5	5
	TCI Construc.		4		4
	Welding	5			5
	Wood Technics	2			2
	TOTALS	11(9%)	11(9%)	18(15%)	40(33%)
UNASSIGNED	TOTALS				8(7%)
	GRAND TOTALS	36(30%)	11(9%)	66(54%)	121(100%)

*Percentages indicate the % of total Non-Completers in that category.

TABLE 7

A Comparison of 1978-79 Fall Semester Enrollments and Non-Completers by Division and Program

Division	Program*	Total Enrollment	Total Non-Completer	Percent of Non-Completers
BUSINESS	Accounting	77	11	14
	Bus. Admin.-Pers.	48	12	25
	Clerk Typist	48	9	19
	Marketing	37	6	16
	Real Estate	19	3	15
	Sec. Science	36	7	19
	Stenography	20	7	35
	TOTALS	285	55	19
HEALTH OCCUPATIONS	Medical Asst.	27	3	11
	Opert. Rm. Asst.	17	2	12
	Practical Nurs.	43	3	9
	Resp. Therapy	26	5	19
	TOTALS	113	13	12
HOME ECONOMICS	Child Care Asst.	14	1	7
	Diet. Tech.	22	4	18
	TOTALS	36	5	14
TRADE AND INDUSTRY	Auto Body Repair	16	3	19
	Auto Mech.	37	3	8
	Civil. Hwy. Tech.	22	4	18
	Elec. Servicing	14	1	7
	Instrumentation	50	9	18
	Machine Tool Oper.	16	4	25
	Mech. Deisgn	28	5	18
	TCI Construc.	58	4	7
	Welding	23	5	22
	Wood Technics	19	2	11
	TOTALS	283	40	14
UNASSIGNED	TOTALS	61	8	13

*Only programs with non-completers are listed here.

TABLE 8

1978-79 Fall Semester Non-Completers
by Division and Degree

DEGREE	DIVISION				TOTALS
	Business	Health Occupations	Home Economics	Trade & Industry	
1-yr. Vocational	16*(24%**)	8(9%)	1(7%)	11(7%)	36(15%)
2-yr. Vocational	———	———	———	11(10%)	11(10%)
Associate Degree	39(18%)	5(19%)	4(18%)	18(18%)	66(18%)
Unassigned	———	———	———	———	8(13%)
TOTALS	55(19%)	13(12%)	5(14%)	40(14%)	121(16%)

*Total number of non-completers who were enrolled in that category.

**Percentages indicate the % of total number enrolled in that category who were non-completers.

The response rates within each type of withdrawal were as follows:

	Type	Number Sent	Number Responding	Percent Responding
1.	Non-returning	30	13	43
2.	Official withdrawal	48	40	83
3.	Unofficial withdrawal	43	29	67

Tables 9-11 present the results of the questionnaire. Major findings are as follows:

1. Over seventy percent (70%) of those responding are single and have no children living with them.

2. Most single respondents live with their parents.

3. Over seventy percent (70%) of the respondents were employed at the time of the survey.

4. The five most frequently cited reasons for leaving MSTI (question #5):

Rank	Reason
(1.5)	Other
(1.5)	Employment
(3)	Dissatisfaction with Program
(4)	Personal/Family Reasons
(5)	Financial Reasons

5. A closer examination of the number three ranking reason for leaving, "Dissatisfaction with Program," shows that eleven responses are representative of nine different programs. Of these respondents, ninety-one percent (91%) indicated that the program enrolled in was "my first choice" (question #10).

6. Responses to question number sixteen were consistent with responses to question five within the "Dissatisfied With Program" group. Sixty-four percent (64%) of those citing program dissatisfaction as a reason in number five also cited it as a reason in number sixteen.

7. Forty-five percent (45%) of the "Dissatisfied with Program" group indicated plans to be attending another school in September, 1979.

8. Over fifty percent (50%) of the questionnaire respondents did not work while in school.

TABLE 9

Results of Student Questionnaire

NON-CONTINUING STUDENT QUESTIONNAIRE

Information you provide here will be kept confidential and will not be identified with your name. Your assistance is needed to help MSTI improve its service to students.

DIRECTIONS: Read each item carefully and check the response which agrees with your own (in some cases you will be asked to check all that apply) or write in the requested information as it applies to you.

1. Marital Status: married n = 13 single n = 53

2. Number of children living with me: 1 n = 3 2 n = 3 3 or more n = 1 (0 n = 61)

3. Living arrangements:
   self . . . . n=16
   parents/spouse . n=33/13
   share with friend(s) n=4

4. Right now, I am: (check all that apply)
   employed (hours per week: average = 38.48) . . n=40 . (73%)
   briefly describe job duties: (see Appendix J)
   looking for employment . . . . . n=16 . (27%)
   not employed and not looking . . . . . n=13 . (18%)
   attending another school . . . . . n=4 . (10%)
   in military service . . . . . n=0 . (0%)
   other (explain): n=1 (1%)

5. The main reason I left MSTI: (see Table 10)

6. When attending MSTI, the number of hours I worked each week for pay:
   0 n=48 10 - 15 n=9 26 - 34 n=4
   1 - 9 n=4 16 - 25 n=2 35 or more n=2

7. Number of miles I traveled to school each day (one way):
   5 or less n=13 11 - 15 n=9 21 - 25 n=7
   6 - 10 n=10 16 - 20 n=8 over 25 n=10

8. At the beginning of my final semester at MSTI, I started classes:
   1st day of semester . . . n=44 4th or 5th day of semester.. n=2
   2nd or 3rd day of semester . n=6 after 1st week of semester . n=2

9. The program I enrolled in at MSTI was my first choice:
   Yes n=77 (go on to #11) No n=6 (answer #10)

10. The name of my first choice program: n=4

11. The courses I attended were:
    tougher than I expected n=13 (25%)
    easier than I expected n=7 (13%)
    about the way I expected n=33 (62%)

TABLE 9 (cont.)

12.	The following influenced my decision to attend MSTI: (Check all that apply)	
	wanted to live at home	n=88 (32%)
	to be with friends	n=8 (7.0%)
	program I wanted	n=87 (70%)
	liked the campus	n=86 (29%)
	good reputation of MSTI.	n=83 (28%)
	advice of former MSTI student	n=9 (11%)
	friend's suggestion (not an MSTI student)	n=12 (15%)
	low tuition.	n=87 (33%)
	financial assistance available	n=82 (27%)
	parents.	n=83 (25%)
	information from high school teacher(s).	n=6 (6%)
	information from high school counselor(s)	n=15 (18%)
	information from MSTI representative	n=16 (17%)
	Other (explain): *(see Appendix J)*	n=13 (16%)
13.	The reason I decided to attend MSTI: (Check one)	
	2-year Associate Degree.	n=87 (33%)
	2-year Vocational Diploma	n=6 (8%)
	1-year Vocational Diploma	n=12 (15%)
	obtain skills for a job, but not degree or diploma	n=11 (13%)
	could not find a job	n=3 (4%)
	refresh my skills	n=3 (4%)
	get a better job	n=13 (16%)
	improve academic skills to go on for a 4-year degree	n=3 (4%)
	just something to do	n=2 (2%)

14. While at MSTI, I used these services: (Check all that apply)

	NEVER	ONCE	2 - 4 TIMES	5 or MORE TIMES
Admissions Counseling	n=47	n=24	n=13	n=1
Financial Aids Advising.	n=46	n=19	n=13	n=6
Career Counseling	n=52	n=17	n=6	n=1
Teacher Assistance Outside of classroom time	n=45	n=7	n=21	n=12
Health Services	n=71	n=6	n=6	n=1
Veterans Advising	n=71	n=4	n=7	n=2
Personal Counseling.	n=68	n=7	n=6	n=3
GOAL	n=72	n=4	n=3	n=1
Library (IRC)	n=31	n=7	n=17	n=37
Evaluation Center	n=74	n=4	n=1	n=1
Job Placement	n=77	n=4	n=1	n=1

TABLE 9 (cont.)

15. While at MSTI, the estimated number of hours I spend each day in the Game Room/Student Lounge/Cafeteria (including time spent in any or all of these places): 1 or less n=45 1 - 2 n=35 over 2 n=12

16. I decided to leave MSTI because: (Check all that apply)

found a job (related to my program)	n=12	(15%)
found a job (not related to my program)	n=11	(13%)
enlisted in military service	n=0	(0%)
financial problems (did not qualify for financial aids)	n=9	(10%)
on financial aid, but still could not afford school	n=6	(7%)
got married	n=2	(2%)
transportation problems	n=10	(12%)
health problems	n=13	(16%)
plan to enroll at another school	n=11	(13%)
entered apprenticeship program	n=2	(2%)
program of studies not satisfactory	n=14	(17%)
lack of student activities	n=4	(5%)
instruction not satisfactory	n=12	(15%)
not interested in attending any school	n=11	(13%)
other (explain): (see Table 11)	n=31	(38%)

17. Before I left MSTI, I discussed my decision with: (Check all that apply)

a friend	n=42	no one	n=22
an instructor	n=17	another (explain): (parents or spouse = 17)	n=10
counselor or registrar	n=13		

18. I wish I had stayed at MSTI: Yes n=17 No n=48 No response n=7

19. I would have stayed at MSTI if: Reasons listed here were reverse statements of responses to question 16.

20. I would like to return to MSTI within the next 3 years:

Yes n=12 No n=44 Uncertain n=14

If I returned, I probably would:

continue same program	n=37	(45%)
enroll in different program	n=24	(29%)
no response	n=21	(26%)

21. In September, 1979, I expect to be: (check all that apply)

employed	n=57	(70%)
not employed	n=4	(5%)
attending MSTI	n=13	(16%)
attending another school (name 1 = vocational institutes 11 = universities)	n=15	(19%)
in military service	n=0	(0%)
other (explain):	n=7	(9%)

TABLE 10

Responses to Question #5

Response	n	%
Dissatisfaction with program	11	13
Transportation or travel	6	7
Employment	12	15
Not ready for or not interested in school.	6	7
Personal or family reasons	9	11
Financial	7	8
Health	5	6
Transfer to another school	5	6
Did not intend to complete a program when enrolled.	2	2
Dissatisfaction with instruction	3	4
Other*	12	15
Academic difficulty	4	5
TOTALS	82	100

* "work schedule conflicts" (3)
"no time for school" (1)
"no living quarters" (1)
"moved" (2)
"similar to high school" (1)
"not accredited" (1)
"not certified" (1)
"poor class scheduling" (1)
"didn't like it" (1)

TABLE 11

"Other" Responses to Question #16

Response	n	%
Personal or family reasons	10	32
Program-related reasons	5	16
Work schedule conflict	3	10
Relocated	3	10
Financial	3	10
Academic difficulty	2	6
Did not like the school	2	6
"Tuition too high"	1	3
"Decision to attend made too quickly"	1	3
"Not interested in attending school now"	1	3
TOTALS	31	99

9. Almost one-half of those studied traveled five miles or less one way to school each day.

10. Over seventy percent (70%) began school on the first day of the semester and enrolled in the program which was his/her first choice.

11. Over one-half of those responding indicated that the courses he/she attended were "about the way I expected."

12. In question number thirteen, the four most frequently cited reasons for deciding to attend MSTI were (in rank order):

Rank	Reason
(1)	2-Year Associate Degree
(2)	"get a better job"
(3)	1-Year Vocational Diploma
(4)	"obtain skills for a job, not a degree or diploma"

13. Responses to the question on the use of services shows that of those students surveyed, seventy-four percent (74%) used the library at least once while at MSTI. Fifty-four percent (54%) used admissions counseling and forty-four percent (44%) used financial aids advising and teacher assistance each at least once.

14. Over fifty percent (50%) of respondents indicated that they used the game room/lounge/cafeteria facilities for one hour or less each day. Thirty-five percent (35%) used the facilities for 1-2 hours and fifteen percent (15%) for over two hours per day.

15. In question number sixteen, the four most frequently cited reasons for deciding to leave MSTI are (in rank order):

Rank	Reason
(1)	Other
(2)	Employment
(3)	Program of studies not satisfactory
(4)	Health problems

16. Seventy-three percent (73%) of respondents indicated that they had discussed their decision to leave MSTI with one or more persons. Thirty-six percent (36%) discussed the decision with an instructor, counselor or registrar.

17. Fifty-nine percent (59%) of non-completers indicated that they did not regret their decision to leave MSTI.

18. Twenty-seven percent (27%) said that they would like to return to MSTI within the next three years. Forty-five percent (45%) indicated that they would continue the same program if they returned.

19. Most respondents planned to be employed in September, 1979. Thirty-four percent (34%) planned to be attending school, with sixteen percent (16%) planning to return to MSTI and eighteen percent (18%) planning to attend another technical institute or university.

Tables 12-14 present the students' reasons for non-completion as related to age and sex (see Table 12), sex and marital status (see Table 13) and type of non-completer (see Table 14). One finding of particular interest is that only four students cited academic difficulty as the reason for their non-completion. However, there were fifty-eight students (48% of all non-completers) who had cumulative earned grade points of zero. In many cases, this was due to the fact that the student did not formally withdraw and, therefore, received recorded semester grades of NC (no credit). Table 14 shows that none of the unofficial withdrawals who responded to the questionnaire gave academic difficulty as a reason for non-completion.

Another interesting finding was the number and types of non-completers responding to the questionnaire (see Table 14). Forty-nine percent of those responding to the questionnaire were classified as official withdrawals. These are the same individuals (40 out of 48 total) who completed the formal withdrawal procedure.

Questionnaire Completed by Instructors

One hundred eighty-one (181) instructor questionnaires were distributed to instructors on all three campuses. All were returned for a one hundred percent (100%) response. There was at least one instructor questionnaire available for each of seventy-five (75) students who responded to the

TABLE 12

Age and Sex of Respondents and Students' Reasons for Non-Completion

Responses to Question #5*	Age and Sex of Respondent												TOTALS	
	18 (n=25)		19 (n=15)		20-21 (n=12)		22-25 (n=12)		26-39 (n=12)		40-57 (n=6)			
Age Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Dissatisfaction with program	1	4	2	2	1	0	0	0	0	1	0	0	4	7
Transportation or travel	0	1	0	1	1	0	1	1	0	0	0	1	2	4
Employment	5	0	1	0	1	3	0	1	1	0	0	0	8	4
Not ready for or not interested in school	0	3	2	1	0	0	0	0	0	0	0	0	2	4
Personal or family reasons	0	2	0	0	0	1	1	1	0	4	0	0	1	8
Financial	1	0	0	1	0	0	3	0	1	1	0	0	5	2
Health	0	0	1	0	0	0	0	0	0	1	2	1	2	3
Transfer to another school	0	1	0	1	0	2	0	0	1	0	0	0	1	4
Did not intend to complete a program when enrolled	0	0	0	0	0	0	0	0	0	1	0	1	0	2
Dissatisfaction with instruction	0	1	0	0	2	0	0	0	0	0	0	0	2	1
Other	3	1	0	2	1	0	2	1	0	1	1	0	7	5
Academic difficulty	1	1	0	1	0	0	1	0	0	0	0	0	2	2
TOTALS	11	14	6	9	6	6	8	4	3	9	3	3	36	46

*Non-Continuing Student Questionnaire

TABLE 13

Students' Reasons for Non-Completion and
Sex and Marital Status of Non-Completers

Responses to Question #5*	Sex and Marital Status				Totals
	Married		Single		
	Male n=6	Female n=10	Male n=30	Female n=36	
Dissatisfaction with program	0	1	4	6	11
Transportation or travel	0	1	2	3	6
Employment	0	0	8	4	12
Not ready for or not interested in school	0	0	2	4	6
Personal or family reasons	1	1	0	7	9
Financial	3	1	2	1	7
Health	1	3	1	0	5
Transfer to another school	0	0	1	4	5
Did not intend to complete a program when enrolled	0	2	0	0	2
Dissatisfaction with instruction	0	0	2	1	3
Other	1	1	6	4	12
Academic difficulty	0	0	2	2	4
TOTALS	6	10	30	36	82

*Non-Continuing Student Questionnaire

TABLE 14

Reason for Non-Completion and Type of Non-Completer

Responses to Question #5*	Type of Non-Completer**			
	Non-Returning	Official Withdrawal	Unofficial Withdrawal	Totals
Dissatisfaction with program	3	3	5	11
Transportation or travel	3	3	0	6
Employment	1	4	7	12
Not ready for or not interested in school	1	2	3	6
Personal or family reasons	2	5	2	9
Financial	0	5	2	7
Health	0	2	3	5
Transfer to another school	1	4	0	5
Did not intend to complete a program when enrolled	0	2	0	2
Dissatisfaction with instruction	0	3	0	3
Other	0	5	7	12
Academic difficulty	2	2	0	4
TOTALS	13(16%)	40(49%)	29(34%)	82(100%)

* Non-Continuing Student Questionnaire

** Refer to "Identifying the Population" section for definitions, page 16.

non-continuing student questionnaire.

In analyzing the responses, one program instructor and one general education instructor response were used for each student when possible. One hundred twenty-one instructor responses were used, seventy-two program instructor responses and forty-nine general education instructor responses. Mean ratings were calculated for each instructor group for items numbered one through six on the questionnaire (see Table 15) and were found to be identical for all items for both groups of instructors.

Item number seven results also show agreement between the two groups on responses to two parts. Program instructors had referred 19.4% of non-completers to the Student Services Office, while general education instructors had referred 22.5%. Both groups of instructors referred most non-completers (93%) for the same reason of non-attendance.

Item number eight asked for the instructor's perception of the reason why the student left MSTI (see Table 16). The most frequent response for both groups was "unknown." There was some variation shown for the next three ranked reasons, with "family/personal" common to both groups.

Officially Withdrawn Students

Of the 121 identified non-completer students, 39 gave a reason for withdrawing on the official withdrawal form (see Table 17). Over fifty percent (50%) gave "employment" as the reason for leaving. The second most frequently cited reason was "health" at thirteen percent (13%).

TABLE 15

Results of Instructor Questionnaire

NON-CONTINUING STUDENT: INSTRUCTOR QUESTIONNAIRE

Information provided here will be kept confidential and will not be identified by either your name or the student's name. Data gathered is intended for the purpose of determining why students leave prior to completing a program.

Please read each item and indicate the most accurate response or complete the requested information.

Student Name_____

Course Title_____

Course Number_____

Circle the number that best represents your perceptions of said student.

		MEAN RATING*
1.	Student's attitude toward class:	Very Positive ← 1 **(2)** 3 4 5 → Very Negative
2.	Student's attitude toward MSTI:	Very Positive ← 1 **(2)** 3 4 5 → Very Negative
3.	Student's difficulty with course:	None ← 1 **(2)** 3 4 5 → Much
4.	Frequency of completing assignments:	Regularly ← 1 **(2)** 3 4 5 → Never
5.	Student approached you for help with work:	Regularly ← 1 2 **(3)** 4 5 → Never
6.	Student's attendance pattern:	Perfect ← 1 2 **(3)** 4 5 → Very Poor*

Never Attended_____ *Absent 25% or more of class time

7. Have you referred this student to Student Services? Yes___ No___
   Reason: *(refer to discussion of results)*_____
8. Why do you think this student left MSTI? *(see Table 13)*_____

Please return in attached envelope to Dr. John Bellanti by_____

Thank you for your cooperation.

BEST COPY AVAILABLE

*For both program and general education instructors.

TABLE 16

A Comparison of Responses to Question #8 by Program and General Education Instructors on the Non-Continuing Student: Instructor Questionnaire

Reasons for Leaving	Program Instructors		General Education Instructors	
	n	%	n	%
Job (Program related)	4	5.55	3	6.12
Job (Program unrelated)	0	0.00	1	2.04
Job (unknown)	3	4.17	2	4.08
Seek employment	1	1.39	1	2.04
Financial reasons	6	8.33	2	4.08
Got married	2	2.78	0	0.00
Transportation	1	1.39	0	0.00
Health	4	5.55	0	0.00
Attend another school	2	2.78	1	2.04
Quality of Instruction	1	1.39	0	0.00
Not interested in attending school	3	4.17	4	8.16
Pregnancy	1	1.39	0	0.00
Family or Personal Reasons	7	9.72	6	12.24
Academic difficulty	10	13.89	2	4.08
Program dissatisfaction	3	4.17	2	4.08
Changed career plans or uncertain about	5	6.94	2	4.08
Unknown	15	20.83	22	44.90
Other (Apprenticeship, work schedule conflicts)	4	5.55	1	2.04
TOTALS	72	99.99	49	99.98

TABLE 17

Reasons for Leaving Given by Thirty-nine Officially Withdrawn Students*

Reasons Given	n	%
Employment	20	51
Health	5	13
Program indecision/not interested in school	4	10
Financial	4	10
Other (other school - 1, relocation - 3)	4	10
Program dissatisfaction	2	5
TOTALS	39	99

*Taken from 1978-79 fall semester official MSTI Withdrawal Form

Comparison of ACT-CPP Ability Measures

Table 18 presents the results of a comparison of male and female enrolled with male and female non-completer students with regard to average stanine on each of six ability measures from the American College Testing Career Planning Program. There appears to be some difference in female scores, with three mean stanines higher for non-completers: Mechanical Reasoning, Space Relations and Language Usage. A comparison of the male groups shows that all non-completer means are lower, but by not more than one-half of a stanine.

TABLE 18

Comparison of Enrolled with Non-Completer Students
for 1978-79 Fall Semester:
MEAN SCORES FOR ACT-CPP ABILITY MEASURES

Ability Measure	Enrolled Students*		Non-Completers	
	Male n=210	Female n=196	Male n=45	Female n=43
Mechanical Reasoning	6.29	4.61	6.06	4.38
Numerical Skills	5.71	5.44	5.24	5.62
Space Relations	6.22	5.31	5.69	5.12
Reading Skills	5.33	5.76	4.69	5.98
Language Usage	5.00	5.98	4.65	5.64
Clerical Skills	5.06	5.84	4.63	6.05

*Students who enrolled in the fall 1978 semester and completed the ACT-CPP prior to entry.

CHAPTER V

Conclusions and Recommendations

Conclusions

A large part of the study has been centered upon background information and student characteristics in an attempt to identify pertinent factors in determining attrition predictability. District residency, ethnic background, high school graduation, disability, high school grade point average, full-time/part-time status and credit load were not found to be predictive. Other factors which were examined, such as hours worked, miles traveled, date of starting the semester and use of leisure time also did not seem to be directly related to dropping out of school.

Several background variables did seem to be related to, although not necessarily predictive of, attrition:

1. Eighty-two percent (82%) of non-completers were enrolled in the first semester of their program.
2. Associate Degree students dropped out more frequently than any other category of degree status.
3. ACT-CPP mean stanines were lower on all ability scales for non-completer males than for enrolled males.
4. Results of the instructor questionnaire seem to indicate that non-completer students do not reveal the reason(s) for leaving to their instructors.
5. An analysis of dates of application shows that forty-five percent (45%) of non-completers applied for admission to MSTI during the months of July and August, 1978. This would seem to suggest a correlation, but further study

of this variable would be necessary.

Recommendations for Retention

1. Attrition information bank. Previous to this study, information on attrition has been sketchy. An effort should be made to continue a longitudinal study of non-completers and to maintain current, more complete statistics in a central location.

2. Referral of potential dropouts. Review referral procedures with development of a "retention alert" type program to identify potential dropout students and assist such students in evaluating their current situations, available alternatives and in making viable decisions. (The Vocational Evaluation and Assessment Center has assisted in this effort previously in several instances.)

3. Inservice of instructional staff. Along with the evaluation and improvement of retention measures, inservice of instructional staff is necessary to acquaint them with the intent of the effort and impress upon them the need for and ways of recognizing and referring these students.

4. Job placement assistance to leavers. If the best decision for the individual is to terminate enrollment, all possible efforts should be made to assist him/her in locating opportunities for and obtaining employment.

5. Follow-up of those students who do not pre-register for the following semester. Exit interviews should be conducted to obtain information from those students who decide not to return to school for the following semester and are not graduating. These individuals account for over one-third of non-completers for the fall semester of 1978-1979. Only sketchy information, if any, is currently available for these individuals.

6. Re-recruitment of Non-Completers. Sixteen percent of all non-completers indicated that they plan to return to MSTI. With encouragement and assistance in planning, these individuals may return to successfully complete their chosen programs. A follow-up of these individuals should be initiated.

7. Attrition in Associate Degree Programs. Conduct a longitudinal study of attrition among students enrolled in Associate Degree programs in an attempt to determine why it is higher than attrition in the other categories.

8. Study of dates of application. In this study, almost one-half of the dates of application among non-completers were found to be concentrated during the months of July and August. A comparison of dates of application of enrolled to non-completer

students could provide further information on the significance of this finding to dropout prediction.

8. ACT-CPP Correlations. Continue a longitudinal study of possible correlations between ACT-CPP ability measures and successful program completion or non-completion, with attention to possible relationships between ability means and specific programs.

9. Sex Stereotype Study. Study specific programs where only one sex was traditionally enrolled. Collect data from completers and non-completers of the non-traditional sex to ascertain if sex stereotyping is an attrition factor.

BIBLIOGRAPHY

BIBLIOGRAPHY

"A Study of the Two-Year Associate Degree Secretarial Science Program Offered in the Vocational-Technical Schools in the State of Wisconsin." ARM Vol. 7, No. 5 (1974), pp. 814. VT 100960

Astin, Alexander W. Preventing Students From Dropping Out. San Francisco: Jossey-Bass, Inc., 1975, pp. 1-46.

Baumgart, Neil L. and Johnstone, James N. "Attrition at an Austrailian University: A Case Study." Journal of Higher Education. Vol. 48, Sept/Oct. 1977, pp. 50-52.

Bower, Cathleen P. "Sample Reports from a Student Outcomes Survey." Technical Report 10 3 D., 1975, ED 148906.

Carden, Thomas E. "The Development of a Student Satisfaction Questionnaire for Adult Learners at Piedmont Technical Institute." May, 1978. ED 153686.

Cope, Robert and Hannah, William. Revolving College Doors: The Causes and Consequences of Dropping Out, Stopping Out and Transferring. New York: John Wiley and Sons, 1975. pp. 190.

DeVecchio, Richard C. "Characteristics of Non-Returning Community College Freshmen." Journal of College Student Personnel. Vol. 13, No. 5, Sept., 1972. pp. 429-432.

Elton, Charles F. "Prediction of Educational Outcomes Among Junior College Students." Journal of College Student Personnel. Vol. 10, No. 1, Jan., 1969. pp. 44-46.

"Fall 1975 Entering Students Not Continuing in the Same Community Colleges in Spring 1978." Student Flow Project, Report No. 40, May, 1978. ED 153688.

Kester, D. M. and MacMillan, T. F. "Promises to Keep: Norcal Impact on Student Attrition." Community and Junior College Journal, Vol, 43, February, 1973. pp. 45-46.

Maynard, Diane. "Personality Characteristics of Community College Students." Journal of College Student Personnel, Vol. 16, No. 4, July, 1975. pp. 323-329.

Medsker, Leland L. and Trent, James W. Beyond High School: A Psychological Study of 10,000 High School Graduates. San Francisco: Jossey-Bass, Inc., 1968, pp. 99-127; 219-254.

Myrick, Joseph. "Reasons Why Post High School Students Left L.T.I. During School Year 1974-1975." Lakeshore VTAE District, June, 1975.

"Norcal, the Key is Cooperation." Junior College Journal. Vol. 40, May, 1970. pp. 28-31.

Parker, J. T. and Others. "Role of the Admissions Officer in the Identification and Selection of High Risk Students." College and University, Vol. 52, Summer 1977, pp. 665.

Pascarella, E. T. and Terenzini, P.T. "Patterns of Student-Faculty Informal Interaction Beyond the Classroom and Voluntary Freshman Attrition." Journal of Higher Education. Vol. 48, Sept./Oct., 1977, pp. 540-552.

"Research Priorities in Post Secondary Vocational, Technical and Adult Education in Wisconsin for 1977-1979." Prepared by Research Coordinating Unit of the Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin. March 1977. 12 pages (Unpublished)

Retention Alert Program. Central College. Pella, Iowa. 1974-1976 School years. (Unpublished)

Schell, Robert E. "Reasons for Voluntarily Withdrawing from the State University College at Oswego." Feb., 1978. ED 152142

Simpson, Carl and Others. "A Dropout is a Dropout is a Dropout....A Comparison of Four Different Types of University Dropouts." 1977. ED 153543

"Student Attrition in the Wisconsin VTAE System - Phase I." North Central Technical Institute, Wausau, WI. June, 1976.

"Student Terminations from Selected Full-Time Day Programs of the Minnesota Area Vocational-Technical Institutes Between July 1, 1971 and June 30, 1974". ARM Vol. 7, No. 3 (1974). pp. 452. VT 100595

APPENDIX

#_____

Date_____

NON-CONTINUING STUDENT QUESTIONNAIRE

Information you provide here will be kept confidential and will not be identified with your name. Your assistance is needed to help MSTI improve its service to students.

DIRECTIONS: Read each item carefully and check the response which agrees with your own (in some cases you will be asked to check all that apply) or write in the requested information as it applies to you.

1. Marital Status: married___ single___

2. Number of children living with me: 1___ 2___ 3 or more___

3. Living arrangements:
   self . . . . ___
   parents/spouse . ___
   share with friend(s)___

4. Right now, I am: (check all that apply)
   employed (hours per week:_____) . . . . ___
   briefly describe job duties: _____
   _____
   looking for employment . . . . . ___
   not employed and not looking . . . . . ___
   attending another school . . . . . ___
   in military service . . . . . ___
   other (explain):_____

5. The main reason I left MSTI:_____
   _____

6. When attending MSTI, the number of hours worked each week for pay:
   0 ___ 10 - 15 ___ 26 - 34 ___
   1 - 9 ___ 16 - 25 ___ 35 or more ___

7. Number of miles I traveled to school each day (one way):
   5 or less ___ 11 - 15 ___ 21 - 25 ___
   6 - 10 ___ 16 - 20 ___ over 25 ___

8. At the beginning of my final semester at MSTI, I started classes:
   1st day of semester . . . ___ 4th or 5th day of semester . ___
   2nd or 3rd day of semester . ___ after 1st week of semester . ___

9. The program I enrolled in at MSTI was my first choice:
   Yes ___ (go on to #11) No ___ (answer #10)

10. The name of my first choice program:_____

11. The courses I attended were:
    tougher than I expected ___
    easier than I expected ___
    about the way I expected ___

12. The following influenced my decision to attend MSTI: (Check all that apply)

wanted to live at home . . . . . ___
to be with friends . . . . . ___
program I wanted . . . . . ___
liked the campus . . . . . ___
good reputation of MSTI. . . . . ___
advice of former MSTI student . . . . . ___
friend's suggestion (not an MSTI student) . . . . . ___
low tuition. . . . . ___
financial assistance available . . . . . ___
parents. . . . . ___
information from high school teacher(s). . . . . ___
information from high school counselor(s) . . . . . ___
information from MSTI representative . . . . . ___
Other (explain): _____

_____

13. The reason I decided to attend MSTI: (Check one)

2-year Associate Degree. . . . . ___
2-year Vocational Diploma . . . . . ___
1-year Vocational Diploma . . . . . ___
obtain skills for a job, but not degree or diploma . . . . . ___
could not find a job . . . . . ___
refresh my skills . . . . . ___
get a better job . . . . . ___
improve academic skills to go on for a 4-year degree . . . . ___
just something to do . . . . . ___

14. While at MSTI, I used these services: (Check all that apply)

	NEVER	ONCE	2 - 4 TIMES	5 or MORE TIMES
Admissions Counseling . . .	___	___	___	___
Financial Aids Advising. . .	___	___	___	___
Career Counseling	___	___	___	___
Teacher Assistance Outside of classroom time	___	___	___	___
Health Services	___	___	___	___
Veterans Advising	___	___	___	___
Personal Counseling. . . .	___	___	___	___
GOAL	___	___	___	___
Library (ERC)	___	___	___	___
Evaluation Center	___	___	___	___
Job Placement	___	___	___	___

15. While at MSTI, the estimated number of hours I spend each day in the Game Room/Student Lounge/Cafeteria (including time spent in any or all of these places): 1 or less ____ 1 - 2 ____ over 2 ____

16. I decided to leave MSTI because: (Check all that apply)

found a job (related to my program) . . . . . ____
found a job (not related to my program) . . . . . ____
enlisted in military service. . . . . ____
financial problems (did not qualify for financial aids) . . ____
on financial aid, but still could not afford school . . . ____
got married . . . . . ____
transportation problems . . . . . ____
health problems . . . . . ____
plan to enroll at another school. . . . . ____
entered apprenticeship program . . . . . ____
program of studies not satisfactory . . . . . ____
lack of student activities . . . . . ____
instruction not satisfactory. . . . . ____
not interested in attending any school . . . . . ____
other (explain): _____
_____

17. Before I left MSTI, I discussed my decision with: (Check all that apply)

a friend . . . . . ____ no one . . . . . ____
an instructor. . . . . ____ another (explain):_____
counselor or registrar . . ____

18. I wish I had stayed at MSTI: Yes____ No____

19. I would have stayed at MSTI if: _____
_____

20. I would like to return to MSTI within the next 3 years:

Yes ____ No ____ Uncertain ____

If I returned, I probably would:

continue same program . . . . ____
enroll in different program . . ____

21. In September, 1979, I expect to be: (check all that apply)

employed . . . . . ____
not employed . . . . . ____
attending MSTI. . . . . ____
attending another school . . . ____
(name_____)
in military service . . . . ____
other (explain): _____

Please add comments on back of sheet.

Thank you for your time. If we may be of help to you, please contact a counselor at any MSTI Student Services Office:

Marshfield: 387-2538
Stevens Point: 344-3068
Wis. Rapids: 423-5650

#_____

Appendix B

NON-CONTINUING STUDENT: INSTRUCTOR QUESTIONNAIRE

Information provided here will be kept confidential and will not be identified by either your name or the student's name. Data gathered is intended for the purpose of determining why students leave prior to completing a program.

Please read each item and indicate the most accurate response or complete the requested information.

Student Name_____

Course Title_____

Course Number_____

Circle the number that best represents your perceptions of said student.

1. Student's attitude toward class: Very Positive ← 1 2 3 4 5 → Very Negative

2. Student's attitude toward MSTI: Very Positive ← 1 2 3 4 5 → Very Negative

3. Student's difficulty with course: None ← 1 2 3 4 5 → Much

4. Frequency of completing assignments: Regularly ← 1 2 3 4 5 → Never

5. Student approached you for help with work: Regularly ← 1 2 3 4 5 → Never

6. Student's attendance pattern: Perfect ← 1 2 3 4 5 → Very Poor*

Never Attended_____ *Absent 25% or more of class time

7. Have you referred this student to Student Services? Yes___ No___

Reason:_____

8. Why do you think this student left MSTI?_____

_____

Please return in attached envelope to Dr. John Bellanti by_____

Thank you for your cooperation.

MID-STATE TECHNICAL INSTITUTES

Appendix C

STUDENT CLASS CHANGE

Marshfield ☐ Wisconsin Rapids ☐ Stevens Point ☐ Outreach ☐

( ) - ( ) - ( )			
Social Security Number	Student's Name	Program	Code

HOME ADDRESS: _____ PHONE: _____

FULL TIME ☐ PART TIME ☐ DAY ☐ EVENING ☐ Date _____ % REFUND _____

COURSE DROPS

COURSE NUMBER	COURSE TITLE	CREDIT	COURSE FEE	INSTRUCTOR	INSTR. INITIALS
			TOTAL		

COMMENT: _____

COURSE ADDITIONS

			TOTAL		

COMMENT: _____

TRANSFER PROGRAM TO PROGRAM

TRANSFER FROM _____ TO _____ CODE _____

COMMENT _____

WITHDRAWAL FROM SCHOOL

REASON FOR WITHDRAWAL _____

DISTRIBUTION:
1. Student Services - White
2. Department Head - Yellow
3. Main Office - Pink

STUDENT SIGNATURE _____

STUDENT SERVICES _____

Appendix D

Mid-State Technical Institute
WISCONSIN RAPIDS CAMPUS
Five Hundred 32nd Street North
Wisconsin Rapids, WI 54494
715/423-5650

Dear

Mid-State Technical Institute (MSTI) needs your help to improve services to students. We are asking you to provide us with some information which will help us to do so.

Please do not put your name on the questionnaire. We have assigned you a number which will enable us to maintain the confidentiality of your responses.

After you have completed the questionnaire, please return it in the self-addressed, postage-paid envelope. It is very important that you do this as soon as possible.

If you have any questions, you may phone me on Monday through Thursday (8 a.m. - noon) at Mid-State Technical Institute, Wisconsin Rapids (423-5650).

Thank you.

Sincerely,

Peggy Zimmerman
Research Associate

PZ:vg

Appendix E

Mid-State Technical Institute
STEVENS POINT CAMPUS
Nine Hundred Thirty-Three Michigan Avenue
Stevens Point, WI 54481
715/344-3063

Dear

About ten days ago I sent you a yellow survey form for students who attended MSTI - Stevens Point Campus during the first semester of the 1978 - 79 school year, but did not return for the second semester. Perhaps you overlooked the form or just forgot to mail it back.

It is very important to us to receive responses from students who have attended MSTI - Stevens Point Campus and who were enrolled in the Program.

In case you have misplaced the form, I am enclosing another copy. Please answer the questions and mail the form back to Mr. Edward Adams as soon as possible if you have not already done so.

MSTI appreciates your time and cooperation in responding to this survey. Thank you for helping MSTI to improve services to students.

Sincerely,

Peggy Zimmerman
Research Associate

Edward Adams
Counselor

PZ:vg

Appendix F

Mid-State Technical Institute
MARSHFIELD CAMPUS
One Hundred Ten West Third Street
Marshfield, WI 54449
715/387-2538

Dear

About ten days ago I sent you a yellow survey form for students who attended MSTI - Marshfield Campus during the first semester of the 1978 - 79 school year, but did not return for the second semester. Perhaps you overlooked the form or just forgot to mail it back.

It is very important to us to receive responses from students who have attended MSTI - Marshfield Campus and who were enrolled in the Program.

In case you have misplaced the form, I am enclosing another copy. Please answer the questions and mail the form back to Mr. Donald Erpenbach as soon as possible if you have not already done so.

MSTI appreciates your time and cooperation in responding to this survey. Thank you for helping MSTI to improve services to students.

Sincerely,

Peggy Zimmerman
Research Associate

Donald Erpenbach
Counselor

PZ:vg

Mid-State Technical Institute

Appendix G

WISCONSIN RAPIDS CAMPUS
Five Hundred 32nd Street North
Wisconsin Rapids, WI 54494
715/423-5650

Dear

About ten days ago I sent you a yellow survey form for students who attended MSTI - Wisconsin Rapids Campus during the first semester of the 1978 - 79 school year, but did not return for the second semester. Perhaps you overlooked the form or just forgot to mail it back.

It is very important to us to receive responses from students who have attended MSTI - Wisconsin Rapids Campus and who were enrolled in the Program.

In case you have misplaced the form, I am enclosing another copy. Please answer the questions and mail the form back to me as soon as possible if you have not already done so.

MSTI appreciates your time and cooperation in responding to this survey. Thank you for helping MSTI to improve services to students.

Sincerely,

Peggy Zimmerman
Research Associate

PZ:vg

Appendix H

STUDENT SURVEY

A. CAMPUS:
- ☐ Marshfield
- ☐ Stevens Point
- ☐ Wisconsin Rapids

B. PRESENT DEGREE STATUS:
- ☐ Vocational Diploma: 1 year
- ☐ Vocational Diploma: 2 year
- ☐ Associate Degree
- ☐ Other

C. ENROLLMENT STATUS (Defined Below)
- ☐ Full-time Enrollment (Day)
- ☐ Part-time Enrollment (Day)
- ☐ Full-time Enrollment (Evening)
- ☐ Part-time Enrollment (Evening)

D. SEX
- ☐ Male
- ☐ Female

E. AGE ____

Part-time = 11 credits or less this semester
Full-time = 12 credits or more this semester

Please check the answer for each item which corresponds best to your own.

1. The distance I travel each day to school (one way) is: (Please check one.)
   - A. One mile or less ☐
   - B. 2 - 5 miles ☐
   - C. 6 - 10 miles ☐
   - D. 11 - 20 miles ☐
   - E. 21 - 30 miles ☐
   - F. 31 - 50 miles ☐
   - G. Over 50 miles ☐

2. The number of hours I plan to work each week for pay is:
   - A. 0 ☐
   - B. 1 - 5 ☐
   - C. 6 - 10 ☐
   - D. 11 - 15 ☐
   - E. 16 - 20 ☐
   - F. 21 - 35 ☐
   - G. More than 35 ☐

3. My total school expenses (including all living and personal expenses) are being paid for this year by: (Check any which apply.)
   - A. Loans (Personal) ☐
   - B. State Loan or Scholarship ☐
   - C. BEOG, GI Bill, Workstudy, Federal Loan ☐
   - D. Savings ☐
   - E. Work ☐
   - F. Spouse ☐
   - G. Other ☐

4. I would rate my educational background as:
   - A. Very Inadequate ☐
   - B. Below Average ☐
   - C. Average ☐
   - D. Above Average ☐
   - E. Excellent ☐

5. My reason(s) for attending school at MSTI are: (Check any which apply.)
   - A. Offered program I wanted ☐
   - B. High reputation of program ☐
   - C. Nearness to my home ☐
   - D. Good teachers ☐
   - E. Low cost ☐
   - F. Friends going to school here ☐
   - G. Parent's advice ☐
   - H. Extracurricular activities ☐
   - I. Availability of financial aids ☐
   - J. College size ☐
   - K. I visited the campus ☐
   - L. I talked to a college representative ☐
   - M. I received information from a high school counselor or teacher ☐

6. I could use some help on improving my:

	Yes	Maybe	No
A. Reading	☐	☐	☐
B. Studying	☐	☐	☐
C. Math	☐	☐	☐
D. Writing	☐	☐	☐
E. With a health problem	☐	☐	☐
F. Financing my education	☐	☐	☐
G. Finding a job	☐	☐	☐
H. Locating a place to live	☐	☐	☐
I. Locating a day care center	☐	☐	☐
J. Finding transportation	☐	☐	☐
K. Selecting a program	☐	☐	☐

7. The highest level of education I plan to complete is:
   - A. Less than two-year diploma ☐
   - B. Two-year vocational or associate degree ☐
   - C. Four-year college degree ☐
   - D. Graduate work or professional school ☐
   - E. Some courses beyond high school which may be of interest or improve my skills ☐
   - F. High school diploma or GED ☐
   - G. Uncertain ☐

(Continued on other side.)

8. My plans for next year include:
   A. Attending this school full-time ☐
   B. Attending this school part-time ☐
   C. Attending some other school ☐
   D. Working full-time (not attending school) ☐
   E. Other (please explain) _____

THE FOLLOWING QUESTIONS ARE TO BE COMPLETED BY STUDENTS WHO PREVIOUSLY ATTENDED MSTI.

9. I have changed my program since I enrolled here:
   A. Yes ☐ B. No ☐

   If yes, my reason for changing:

   C. Low grades ☐
   D. Better opportunity for job placement in new program area ☐
   E. Instructors are better in the new program ☐
   F. I was not able to take the courses when they were offered ☐
   G. My interests and goals changed ☐
   H. I did not like the program after taking beginning courses ☐
   I. Lack of knowledge about the program before I started it ☐
   J. Other (please explain) _____

10. I would rate the following services at MSTI:

	Helpful	Of Little Help	Have Not Used
A. Admission	☐	☐	☐
B. Financial Aids	☐	☐	☐
C. Career or Program Choice Counseling	☐	☐	☐
D. Registration	☐	☐	☐
E. Orientation	☐	☐	☐
F. Faculty Advising	☐	☐	☐
G. Health	☐	☐	☐
H. Veterans	☐	☐	☐
I. Personal Counseling	☐	☐	☐
J. GOAL Program	☐	☐	☐
K. Library	☐	☐	☐
L. Placement	☐	☐	☐
M. Evaluation Center	☐	☐	☐

IF YOU REPLIED "NO" TO QUESTION NUMBER 9, PLEASE COMPLETE QUESTIONS 11 AND 12.

11. I would describe my present educational program:

	Good	Fair	Poor
A. Development of actual Job Skills	☐	☐	☐
B. Instructor's ability to relate subject to real work world	☐	☐	☐
C. Instructor's interest in students	☐	☐	☐
D. Instructor's teaching skills	☐	☐	☐
E. Equipment and facilities	☐	☐	☐

12. My satisfaction with my current educational program may be described as:
   A. High ☐
   B. Average ☐
   C. Low (but don't plan to change) ☐
   D. Low (do plan to change) ☐
   E. No opinion ☐

Completion Responses to
Non-Continuing Student Questionnaire

Question #4 - Briefly describe job duties - - - -

"waste water treatment shift work"

"salesperson at Pranges and bus driver"

"clerk typist" (3)

"manager-cook"

"cook food" (3)

"delivering The Advertiser"

"nutritional aide-teach classes"

"Energy coordinator (National Guard)"

"power truck operator"

"operate kennel"

"service and repair Harvestor feed unloaders"

"salesperson"

"kitchen designer and salesperson"

"farmer"

"meatcutter"

"pressroom lay-up helper (Consoweld Corp.)"

"head mechanic (service station)"

"U.S. Postal Service mail carrier"

"work at paper mill on several jobs"

"waitress" (2)

"painting, drywalling"

"machine shop" (2)

"masonry"

"welding (mig)"

"secretary" (3)

"respiratory therapy assistant"

"bartender" (2)

"transportation of patients"

"rewinder helper (3M Paper Products)"

"Nursing Assistant" (3)

"Other" Responses to Question #12

"Wanted military benefits."

"Could keep working and close to home."

"Wanted to have my own career."

"I attended MSTI because I wanted to go on to school while I waited to hear from the tech. institute about the program I was interested in (MSTI didn't offer it)."

"Marshfield's reputation as a good clinic."

"Desired to have an associate degree."

"I wanted to see if it was worthwhile."

"Could afford using VA benefits."

"I took the welding course as a back-up in case I could not become a mail carrier."

"DVR requested also."

"CETA"

"Other schools too far to work and attend school at same time."

"I attended a NA program there."

"Wanted to get a better job."

"3M Paper Products Advisors"

"It was a program that I could build on high school education."